

James M. Brown Elementary

225 Coffee Rd
Walhalla, SC 29691

Grades	PK-5 Elementary School	
Enrollment	684 Students	
Principal	John M. Frady	864-638-4580
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	56	44	3

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 22 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Average	Yes
2005	Good	Good	Yes
2006	Average	Below Average	No

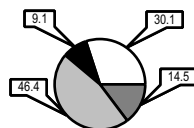
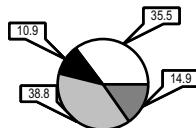
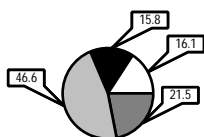
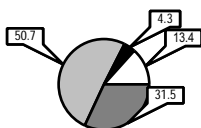
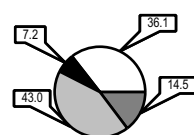
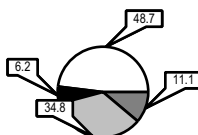
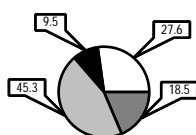
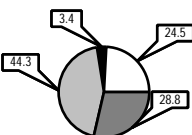
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	299	100.0	13.4	50.7	31.5	4.3	53.6	Yes	Yes
Gender									
Male	142	100.0	15.5	50.4	32.6	1.6	52.7	N/A	N/A
Female	157	100.0	11.6	51.0	30.6	6.8	54.4	N/A	N/A
Racial/Ethnic Group									
White	219	100.0	11.0	48.0	35.5	5.5	60.0	Yes	Yes
African American	10	100.0	30.0	60.0	10.0	0.0	20.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	66	100.0	18.8	59.4	21.9	0.0	37.5	Yes	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	244	100.0	8.8	50.0	36.3	4.9	60.6	N/A	N/A
Disabled	55	100.0	34.0	54.0	10.0	2.0	22.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	299	100.0	13.4	50.7	31.5	4.3	53.6	N/A	N/A
English Proficiency									
Limited English Proficient	46	100.0	27.9	55.8	16.3	0.0	25.6	I/S	Yes
Non-Limited English Proficient	253	100.0	10.7	49.8	34.3	5.2	58.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	216	100.0	16.8	55.1	26.5	1.5	45.4	Yes	Yes
Full-pay meals	83	100.0	5.0	40.0	43.8	11.3	73.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	299	99.7	15.9	46.4	21.7	15.9	53.6	Yes	Yes
Gender									
Male	142	99.3	15.5	47.3	19.4	17.8	55.8	N/A	N/A
Female	157	100.0	16.3	45.6	23.8	14.3	51.7	N/A	N/A
Racial/Ethnic Group									
White	219	100.0	15.5	44.0	22.0	18.5	56.0	Yes	Yes
African American	10	100.0	50.0	30.0	20.0	0.0	30.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	66	98.5	12.5	56.3	21.9	9.4	48.4	Yes	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	244	100.0	9.3	46.9	26.1	17.7	60.6	N/A	N/A
Disabled	55	98.2	46.0	44.0	2.0	8.0	22.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	299	99.7	15.9	46.4	21.7	15.9	53.6	N/A	N/A
English Proficiency									
Limited English Proficient	46	100.0	16.3	60.5	18.6	4.7	44.2	I/S	Yes
Non-Limited English Proficient	253	99.6	15.9	43.8	22.3	18.0	55.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	216	99.5	18.9	50.5	18.9	11.7	45.9	Yes	Yes
Full-pay meals	83	100.0	8.8	36.3	28.8	26.3	72.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	299	99.3	35.3	38.9	14.9	10.9	25.8
Gender							
Male	142	98.6	29.7	41.4	15.6	13.3	28.9
Female	157	100.0	40.1	36.7	14.3	8.8	23.1
Racial/Ethnic Group							
White	219	100.0	30.0	38.5	18.5	13.0	31.5
African American	10	100.0	80.0	10.0	10.0	0.0	10.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	66	97.0	46.0	44.4	4.8	4.8	9.5
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	244	99.6	29.3	41.3	16.9	12.4	29.3
Disabled	55	98.2	62.0	28.0	6.0	4.0	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	299	99.3	35.3	38.9	14.9	10.9	25.8
English Proficiency							
Limited English Proficient	46	97.8	50.0	45.2	2.4	2.4	4.8
Non-Limited English Proficient	253	99.6	32.6	37.8	17.2	12.4	29.6
Socio-Economic Status							
Subsidized meals	216	99.1	42.1	40.5	10.8	6.7	17.4
Full-pay meals	83	100.0	18.8	35.0	25.0	21.3	46.3

Social Studies							
All Students	299	99.3	29.8	46.5	14.5	9.1	23.6
Gender							
Male	142	98.6	28.1	43.8	18.8	9.4	28.1
Female	157	100.0	31.3	49.0	10.9	8.8	19.7
Racial/Ethnic Group							
White	219	99.5	25.1	48.2	15.1	11.6	26.6
African American	10	100.0	60.0	30.0	10.0	0.0	10.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	66	98.5	40.6	45.3	10.9	3.1	14.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	244	100.0	23.0	49.1	17.3	10.6	27.9
Disabled	55	96.4	61.2	34.7	2.0	2.0	4.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	299	99.3	29.8	46.5	14.5	9.1	23.6
English Proficiency							
Limited English Proficient	46	100.0	53.5	34.9	9.3	2.3	11.6
Non-Limited English Proficient	253	99.2	25.4	48.7	15.5	10.3	25.9
Socio-Economic Status							
Subsidized meals	216	99.1	35.4	45.6	14.4	4.6	19.0
Full-pay meals	83	100.0	16.3	48.8	15.0	20.0	35.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	100	100.0	9.7	31.2	55.9	3.2	59.1
	4	89	100.0	13.1	56.0	26.2	4.8	31.0
	5	74	100.0	11.6	63.8	24.6	0.0	24.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	111	100.0	7.8	36.3	51.0	4.9	55.9
	4	98	100.0	16.5	67.0	15.4	1.1	16.5
	5	90	100.0	16.9	50.6	25.3	7.2	32.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	100	100.0	12.9	58.1	25.8	3.2	29.0
	4	89	100.0	10.7	40.5	29.8	19.0	48.8
	5	74	100.0	15.9	49.3	21.7	13.0	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	111	100.0	12.7	55.9	24.5	6.9	31.4
	4	98	99.0	20.9	44.0	22.0	13.2	35.2
	5	90	100.0	14.5	37.3	18.1	30.1	48.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	100	100.0	53.8	34.4	8.6	3.2	11.8
	4	89	98.9	34.9	34.9	20.5	9.6	30.1
	5	74	100.0	31.9	30.4	18.8	18.8	37.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	111	99.1	28.7	48.5	17.8	5.0	22.8
	4	98	99.0	41.8	40.7	11.0	6.6	17.6
	5	90	100.0	36.1	25.3	15.7	22.9	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	100	100.0	37.6	45.2	11.8	5.4	17.2
	4	89	100.0	13.1	54.8	21.4	10.7	32.1
	5	74	100.0	17.4	49.3	15.9	17.4	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	111	99.1	15.8	49.5	23.8	10.9	34.7
	4	98	99.0	45.1	41.8	9.9	3.3	13.2
	5	90	100.0	30.1	48.2	8.4	13.3	21.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 684)				
First graders who attended full-day kindergarten	94.6%	Down from 100.0%	100.0%	100.0%
Retention rate	3.9%	Down from 5.9%	3.6%	2.8%
Attendance rate	96.9%	Up from 96.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.3%	0.1%	0.0%
Eligible for gifted and talented	13.3%	Down from 14.7%	7.1%	10.4%
On academic plans	39.4%	N/AV	41.9%	33.6%
On academic probation	9.0%	N/AV	0.3%	1.0%
With disabilities other than speech	9.8%	Down from 10.2%	8.9%	7.5%
Older than usual for grade	0.6%	Up from 0.3%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 58)				
Teachers with advanced degrees	50.0%	Down from 54.2%	52.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	10.6%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	95.4%	Up from 93.6%	87.2%	87.3%
Teacher attendance rate	94.8%	Up from 93.7%	95.1%	94.9%
Average teacher salary	\$41,724	Down 0.1%	\$42,251	\$42,485
Prof. development days/teacher	33.0 days	Up from 15.7 days	13.3 days	13.3 days
School				
Principal's years at school	0.5	Down from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.2 to 1	17.9 to 1	18.6 to 1
Prime instructional time	89.9%	Up from 88.8%	89.7%	89.7%
Dollars spent per pupil*	\$7,011	Up 1.2%	\$6,802	\$6,557
Percent of expenditures for teacher salaries*	60.2%	Down from 70.0%	63.4%	64.0%
Percent of expenditures for instruction*	64.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 95.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

James M. Brown Elementary School is proud of the achievements of our students. We continually strive to seek and improve the best educational programs and techniques for our children. Our mission is to develop lifelong learners who are respectful, responsible, honest citizens. Our dedicated staff works daily to ensure success and to meet the needs of each student.

James M. Brown Elementary has been the recipient of numerous awards over the past several years. In addition to being named Carolina First Palmetto's Finest, JMB has been recognized as a South Carolina Red Carpet School and a South Carolina Honor Reading School.

We have several teachers participating in specialized training to benefit our students. Seven teachers are trained as Literacy Lead Teachers, one as a Reading Strategist, four as Math Lead teachers, and one as a Math Coach. Most of our teachers have now been trained in the Sheltered Instruction Observation Protocol Model for the successful mainstreaming of English language learners into regular classrooms. Several teachers are pursuing their Master's Degree or above. Four teachers were accepted into the Special Education Master's Cohort and two were accepted into the Educational Leadership Cohort.

James M. Brown Elementary is a Title One school that serves over seven hundred students from three-year-olds through grade five. Seventy-three percent of the students receive free or reduced lunch. Approximately twenty-four percent of the students are Hispanic and three percent are African American.

Test scores including PLS, PACT, and MAP are analyzed yearly to determine strengths and areas for improvement. James M. Brown Elementary consistently meets or exceeds the county and state in the percentage of students who score at or above standard on PACT.

Our Parent Teacher Organization (PTO) and School Improvement Council (SIC) continue to play important parts in our success. Our PTO worked diligently to adopt a constitution. Donations from our PTO allowed the purchase of a laminator, a sound system, PE mats, playground equipment, and lanyards for teacher identification. Our SIC representatives participated in the principal selection process and hosted a luncheon for the Parent Advisory Cabinet. Our School Improvement Council goals include increasing Latino representation and continuing beautification projects around the school.

Our continued improvement is attributed to a highly qualified and dedicated faculty, strong parent and community support, and innovative, research-based programs. It is the goal of James M. Brown Elementary School to meet each child's needs and maximize his or her potential.

John M. Frady, Principal
Esther Noel, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	56	84	62
Percent satisfied with learning environment	100.0%	95.1%	94.8%
Percent satisfied with social and physical environment	100.0%	92.7%	92.9%
Percent satisfied with school-home relations	89.1%	92.8%	89.1%

*Only students at the highest elementary school grade level at this school and their parents were included.